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TITLE Report on Career Counseling In-Service Course and Short Practicum to Expand Counseling and Testing Capabilities of Nassau County Guidance Counselors (VEA 74-6-752) and Pre-BOCES Career Counseling (VEA 74-6-754).

INSTITUTION Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

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ABSTRACT

This is a report of a training course for guidance counselors. Nine counselors and 27 students participated in the program. The counselors administered various tests such as the Kuder, Holland, and ICL tests; they had individual interviews with the students, organized discussion groups, and showed films to the students. At the end of the three-day program, counselors held a general discussion of the results obtained, and the training program was evaluated by both the counselors and the students. All counselors, and most of the students, were very pleased about their experience and said they benefited from it. The directors of the training program conclude that home-school guidance staffs should be trained in career counseling and should know that instruments are available for vocational appraisal. The general consensus was that a one-day practicum with students was too short and that it should be extended into a three-day session. The report contains a detailed schedule of the three-day program; of the instruments, scales, and films used; and also various checklists and questionnaires. (SE)

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ED113627

REPORT ON

CAREER COUNSELING IN-SERVICE COURSE AND SHORT PRACTICUM TO EXPAND COUNSELING AND TESTING CAPABILITIES OF NASSAU COUNTY GUIDANCE COUNSELORS

(VEA 74-6-752)

and

PRE-BOCES CAREER COUNSELING

(VEA 74-6-754)

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CG 010 129

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Ms. Hannah Edelstein, Media Specialist
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Ms. Theresa Natoli

INTRODUCTION

Because Nassau BOCES received funding for two projects to train counselors in career counseling, it was decided to make the best use of staff and facilities by combining certain elements of both courses whenever this was appropriate.

This report, therefore, includes four sections - a description of the content outcomes and evaluation for:

1. Career Counseling Inservice and Practicum (VEA 74-6-752).
2. Pre-BOCES Career Counseling (VEA 74-6-754).
3. Recommendations.

The Appendices apply to both courses.

CONTENTS

		Page
	Introduction	
1.	Career Counseling Inservice and Practicum	
	Pre-Course Planning	2
	Actual Course Content	3
	Evaluation by Participants	9
	Evaluation by Student Counselees	12
2.	Pre-BOCES Career Counseling	
	Pre-Course Preparation	14
	Training Plan	15
	Materials Prepared by Participants	16
	Summary of Plans	20
	Evaluation by Participants	21
3.	Recommendations	23

Appendices

A. First Drafts of Training Plans

B. Possible Participants

C. Actual Participants

D. A Team Approach to Career Guidance and Vocational Appraisal

E. Audio Visual Materials for Career Guidance, Employability and Career Information

F. Sample Letters to Superintendents

G. Evaluation Forms

H. Materials for "Women's Place is Where They Want to Be"

I. Pre-BOCES Planning - Worksheets I and II

CAREER COUNSELING IN-SERVICE COURSE AND SHORT PRACTICUM TO EXPAND COUNSELING AND TESTING CAPABILITIES OF NASSAU COUNTY GUIDANCE COUNSELORS

(VEA 74-6-752)

CAREER COUNSELING IN-SERVICE COURSE AND SHORT PRACTICUM
TO EXPAND COUNSELING AND TESTING CAPABILITIES OF
NASSAU COUNTY GUIDANCE COUNSELORS

PRE-COURSE PLANNING

When we were informed, late in May, that this project had been approved, the senior counselors were notified and asked to select guidance counselors for participation. A first draft (Appendix A) of the 8 day program was prepared. Because of the New York State Manpower Services Division requirements relative to selection of counselors for participation in the GATB training, a meeting was arranged with 13 possible participants on June 26, 1974 (Appendix B). At that meeting Ms. Diane Greene explained the exact rules and regulations Dr. Rosen and the New York State Department of Guidance wish to have followed for use of the GATB. It was explained to participants that they would be expected to bring four students to the practicum sessions which would last for three days. At this point, several counselors decided that they did not wish to participate and our list of possibilities dwindled to eight definite and one alternate (Appendix C). All of these, including the alternate, did participate in the final training sessions; the alternate without stipend.

Late in June and during July two sets of material were prepared -

1. A Team Approach to Career Guidance and Vocational Appraisal (Appendix D).

2. Audio Visual Materials for Career Guidance, Employability and Career Information (Appendix E).

ACTUAL COURSE CONTENT

The final schedule for the training appears on page 4 . A breakdown of the activity for the students and counselors on Monday 8/19, Tuesday 8/20 and Wednesday 8/21, is also included, to show the diversity of activities which occurred on these days when 27 students were counseled and tested by the 9 participants. The revised plan for August 22, 1974 is also included here.

Because Ms. Greene was unable, at the last minute, to attend the case conference scheduled for August 22, the timing of presentations was changed to permit alternation of cases with the Pre-BOCES Career Counseling presentations. This resulted in an exceptionally lively and stimulating exchange of ideas and information between the two groups.

Participants who had the GATB training were forced to use their newly gained knowledge in explaining concepts and terms to their professional colleages. Presenters of Pre-BOCES Career Counseling Plans were professionally challenged to explain the reasoning behind their plans.

These discussions whetted the appetite of the group which did not get GATB training to know more about the test. This fortuitous event also undoubtedly influenced the final evaluations and recommendations.

Participants requested that a letter be sent to their districts informing their Superintendents about their participation in the course (Appendix F).

A TEAM APPROACH TO VOCATIONAL APPRAISAL

CAREER COUNSELING INSERVICE AND PRACTICUM (8) DAYS) 8 COUNSELORS

Monday 8/12 8:30-3:00	Tues. 8/13 8:45-4:00	Wed. 8/14 9:45-4:00	Thurs. 8/15 8:45-4:00	Mon. 8/19 8:30-3:00*	Tues. 8/20 8:30-3:00*	Wed. 8/21 8:30-1:30* AM & PM	Thurs. 8/22 9:45-3:00
A.M. Introduction	A.M.	A.M.	A.M.	AM and PM Participants will work with small groups of students utilizing Crites CMI, Things to Do, Kuder, Holland and Values Activities. They will also conduct 45 minute individual interview with each student	A.M. Administration GATB to students	Conduct 2nd interview with students and students will participate in small group discussion and use A/V materials	A.M. Case Conference G.A.T.B.
A Team Approach to Vocational Appraisal	G A T B	G A T B	G A T B				
BOCES 6 Model Programs Tests, Techniques used with each model. A/V materials	T R A I N G	T R A I N G	T R A I N G				
LUNCH OUT	IN NERC CONFERENCE ROOM						
P.M.							
Case Studies (using records of BOCES students)	G A T B	G A T B	G A T B				
				LUNCH IN*	LUNCH IN*	LUNCH IN*	LUNCH OUT
				*Students Bring Lunch	Score GATB'S & interpret		Presentation Pre-BOCES Career Counseling Plans Evaluation and Plans for 1974-75 school year.

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Joseph Elmo
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Diane Greene
N.Y. State Manpower Services Division

August 1974

CAREER COUNSELING INSERVICE AND PRACTICUM

COUNSELOR INTERVIEWS

	1	2	3	4	5	6	7	8		
8:45-9:30	✓		✓		✓		✓			
9:30-10:15	✓		✓		✓		✓		GROUP A	In C.R.C. and
10:15-11:00	✓		✓		✓		✓			
11:00-11:45	✓		✓		✓		✓			Guidance
11:45-12:30		✓		✓		✓		✓		Office
12:30-1:15		✓		✓		✓		✓	GROUP B	
1:15-2:00		✓		✓		✓		✓		
2:00-2:45		✓		✓		✓		✓		

Group B will assist with activities below in AM 8:45-11:00 and lunch 11:00-11:45.

Group A will eat lunch at 11:45-12:30 and assist with activities in P.M.

STUDENTS		STAFF
8:30-8:45	Welcome and Explanation of Procedures	Marjori Brusasco
8:45-9:30	See F/S on choice and complete forms	Edith Corman
9:30-10:30	Take Things To Do	Joseph Elmo
10:15-10:30	Break (COVERED WALKWAY)	
10:30-11:00	Group Discussion - How to Take an Aptitude Test	Edith Corman
11:00-11:45	See Film APGA "Work What's It All About" 30 min.	Hannah Edelstein
	Lunch 11:45-12:30 (COVERED WALKWAY)	
12:30-1:15	Take CMI	Joseph Elmo
1:00-1:15	Start on Interest Tests	

Five groups to be covered by

Counselor (1)	Counselor (3)	Counselor (5)	Counselor (7)	Make Ups
Kuder	Holland	ICL	Film "Revolution in Relevance"	Dorothy McDonald and Hannah Edelstein work with individual students

August 1974

TUESDAY AUGUST 20, 1974

CAREER COUNSELING INSERVICE AND PRACTICUM

STUDENTS

8:30-12:00 Take G.A.T.B.

STUDENTS MAY LEAVE AT 12:00 P.M.
IF TRANSPORTATION CAN BE ARRANGED.

12:00-12:45 - LUNCH
(COVERED WALKWAY)

12:45-3:00

Individual use of A/V and print materials

View Film/strip "How to Choose A College"

Use Employability materials

COUNSELORS

8:30-12:00

Work in Teams to give G.A.T.B.
Each counselor will have opportunity to administer one section.

12:00-3:00

Score G.A.T.B.'S and prepare worksheets.

Continue Scoring and doing interpretations

Marjori Brusasco will have individual discussions of one case with each counselor.

August 1974

WEDNESDAY AUGUST 21, 1974

CAREER COUNSELING INSERVICE AND PRACTICUM

STUDENTS		COUNSELORS	
		Group A	Group B
8:30-9:30	See F/S Jobs and Gender and Discussion Values Joseph Elmo	8:30-9:15 Discuss interpretation of TESTS NERC (M. Brusasco)	9:15-10:00 Discuss interpretation of Tests NERC (M. Brusasco)
9:30-9:45	Break (COVERED WALKWAY)		
9:45-10:45	Use of Materials on Values Joseph Elmo		
10:45-12:00			
Use A/V material		9:15-10:00	8:30-9:15
	or	10:00-10:45	10:00-10:45
		10:45-11:15 Ints.	10:45-11:15 Ints.
See F/S How to Choose a College		11:15-12:00	11:15-12:00
	or		
See TV material on Womens Roles (in small room)			
12:00-12:30	LUNCH (COVERED WALKWAY)	12:00 - LUNCH (COVERED WALKWAY)	
12:30-1:30		12:30-1:30	
Participate in small group discussion of decision-making and choice, reaction to CRC experience, etc.		4 Counselors - (Teams) Conduct small group discussion of decision making and choice, reaction to CRC experience, etc.	

Place: CRC and Guidance Office

August, 1974

GATB Case Conference/Pre BOCES Career Counseling Presentations

Thursday - August 22, 1974

Bob Frank	Great Neck
Harold Sperling	West Hempstead (Presentation)
Michael Fabrizio	East Meadow
Stanley Aarons	Massapequa
Max Kiepek	Carle Place
Joan Blednick	Massapequa (Presentation)
Ron Wachtel	Long Beach

Lunch Out

Ken Loftus	Hicksville (Presentation)
John Bodner	Locust Valley
Boris Ourlicht	Great Neck (Presentation)
Milton Rogalin	Hicksville
Cynthia Kushner	Plainview
Charles Sukman	Locust Valley

EVALUATION BY PARTICIPANTS

A form (Appendix G) was used to permit participants to express a written opinion on the course.

The summary evaluations were as follows:

1. Overview Career Counseling and Career Resource Center

   Excellent - 6 Good - 3

2. GATB Training

   Excellent - 9

3. GATB Practicum

   Excellent - 9

In response to Question 1, typical participant comments on what they learned related to four areas: use of the GATB itself, new ideas on Career Counseling and new instruments (such as CMI) useful in this activity, how a Career Resource Center should be set up and a new understanding of how Nassau BOCES can be used to facilitate career exploration for their students. The following are some of the comments:

> " Administration and application of GATB in conjunction with the CMI as well as measures of interest such as the Kuder, Holland and DOT.
>
> " Familiarization with the comprehensive facility for career exploration at BOCES, Nassau on a 'Hands-On' basis coupled with meeting with and getting 'pointers' from the very competent and considerate staff."

. . . . . .

> "Administration of the GATB and use with students of high school age. A working knowledge of how this aptitude test relates with people in the world of work. Now have a new evaluative tool which will help in assessing for career goals and how this instrument can be used for motivation, interest, reaffirming career plans, and as a tool to initiate further investigation on the part of the client. Good idea of how a Career Resource Center should be set up."

. . . . . .

"Much more concern for non-college bound child in terms of job counseling.

"Types and sources of career information which can be included in my school setting.

"Knowledge that BOCES can be very valuable as a resource for careers."

In response to question 3, the major suggestion was that if the course is offered again, the time should be extended to ten days to permit more time for practicum and discussion and interpretation, coordination with DOT, etc.

Some specific comments were:

"I feel that practicing counselors should be required, as State level policy, to have this experience; additionally, it should be included in courses for students at universities with majors in counseling or perhaps a part of N.Y. State orientation for first year counselors."

. . . . . .

"More information as to how the scores can be used with scores already available for students, i.e., DAT, SAT, etc. More time in learning the actual administration techniques."

. . . . . .

"Suggest a follow-up a few months afterwards; or perhaps on-going refresher courses so problems that arise can be explained or discussed."

. . . . . .

"More opportunity for counselor interaction with students in group setting. The closing session with students provided real 'meat' for discussion and allowed students to emote feelings and emotions. Perhaps what I am saying is that some opportunity should be provided for values clarification and exploration. I feel that some opportunity should have been provided for discussion of use and background info. on CMI. Generally speaking, this was a most worthwhile and stimulating experience!"

. . . . . .

"I felt that all areas covered were excellent - yet felt that they were surface information and more time should have been spent in all areas for greater value."

Other Comments

A number of participants commented that the training staff was knowledgeable and helpful.

Typical comments were:

> "All personnel were cooperative - willing to assist in any way and most useful in guiding students in career information gathering. I found exchange of information very useful in case discussions. I feel I could have used more information on interpretation."
>
> . . . . . .
>
> "The staff was incredibly helpful, knowledgeable. Occupational info. etc. good and available. Subjects enjoyed and, I believe, profited from their involvement."

Only one person expressed some doubts and reservations:

> "The administration, scoring and interpretation of the test requires more time that I realized. In a school population of 1800, even if just a few students each semester were tested, the time involved (with the large counselor case load) is almost prohibitive."

EVALUATION BY STUDENT COUNSELEES

Twenty-seven students participated in the Practicum and twenty-three completed an evaluation.

Summary

Did you find this experience interesting?

YES - 22 NO - 1

Do you think you learned something new about yourself?

YES - 20 No - 3

Did you learn something new about careers and the world of work?

YES - 23 NO - 0

What was most valuable?

Using materials in the Career Center?	9
Talking with the Counselor?	19
Taking the tests?	11

Typical Comment:

> "They should have this in all high schools. That way a person could have some idea of what direction to head for in the way of courses (before it's too late and you have to make up your course deficiencies in college)."

It is interesting that many of the counselors felt pressed to complete the pre-testing programs, GATB testing and post-testing counseling within the three day time span. Some of the students, unaware of the "behind-the-scenes" activity needed to score and interpret the GATB, felt the program could have been completed in two days. Actually, if transportation for students were easily available, four or five half days for students would probably be the optimum timing for the practicum. This would permit counselors time for scoring and interpretation in the afternoons.

PRE-BOCES CAREER COUNSELING

(VEA 74-6-754)

PRE-COURSE PREPARATION

When we were informed, late in May, that this project had been approved, the guidance counselors at four area centers - Northeast, Northwest, Southeast and Southwest were notified, and they designated counselors and alternates (Appendix B).

A first draft of the training schedule was prepared (Appendix A). All four of the counselors chosen did participate in the program. The alternates were offered an opportunity to participate without stipend, but none of them did so.

Late in June and during July four sets of material were prepared for this course:

1. A Team Approach to Career Guidance and Vocational Appraisal (Appendix D).
2. Audio Visual Materials for Career Guidance, Employability and Career Information (Appendix E).
3. Women's Place is Where They Want to Be - Bibliography and other material for expanding career horizons of girls. (Appendix H.)
4. Materials to be Used in Planning a Pre-BOCES Guidance Career Program - Worksheets I and II (Appendix I).

The final version of the training plan appears on the following page.

PRE-BOCES CAREER COUNSELING (6 Days)

Monday 8/12 8:30-3:00	Tuesday 8/13 8:45-3:00	Wednesday 8/14 8:45-2:30*	Thursday 8/15 8:45-3:00	Friday 8/16 8:45-2 30	Thursday 8/22 9:45-3:00
A.M. Introduction A Team Approach to Vocational Appraisal; BOCES 6 Model Programs; Tests, Techniques used with each model A/V materials used in the Career Resource Center LUNCH (OUT) P.M. Case Studies & Discussion of use of tests and techniques with individual students	A.M. Speaker Mr. Bill Coleman S.R.A. re Kuder Preference Expanding Career Horizons of girls "Why Not" LUNCH (IN) P.M. Components to consider in planning a Career guidance Program Worksheets I & II Values Clarification Techniques	A.M. and P.M. PARTICIPANTS WILL WORK WITH STUDENTS* USING A/V & PRINT MATERIAL, APPRAISAL INSTRUMENTS AND SMALL GROUP DIS- CUSSIONS LUNCH (IN)* *Students to bring lunch.	A.M. Speaker OVIS Mr. R.P. Zak Harcourt, Brace and Jovanovich Inc. Speaker in Armed Services Training Program LUNCH (IN) P.M. Review of A/V materials related to employability Review of A/V catalogs	A.M. Speaker Singer Evaluation Participants will work individually and use worksheets to write out specific plans for a Pre-BOCES Career Counseling Program for their school or district LUNCH (OUT) P.M. Group discussion of Plans for Pre-BOCES	A.M. Attend GATB Case Conference LUNCH (OUT) P.M. Make short presentation of Pre-BOCES Counseling Plans Evaluation and Plans for 1974-75 sc. yr.

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ALL SESSIONS IN CAREER RESOURCE CENTER

MATERIALS PREPARED BY PARTICIPANTS DURING THE COURSE

During one day of the training program, participants used planning Worksheet II to write out plans for use in pre-BOCES counseling during the coming year. They were instructed that the plan should be practical and feasible in terms of their knowledge of their district. On the last day of training, they met with members of the Career Counseling Inservice and Practicum Course to present and discuss their plans (page 8). Two of the four counselors felt that emphasis on planning should be on teaching staff, not students. This is interesting, because this was not in any way touched upon as a topic of discussion or content in this course, but reflects their estimate of the major need in their district. It is completely in line with results of other contacts that the writer of this report had had through the Outreach Program (~~See~~ Outreach Report, June 1973).

Mr. Ken Loftus of the Hicksville District (which sends 700 students to BOCES every year) would concentrate his attention on expanding teacher and guidance counselor knowledge of BOCES in the Junior High School. In addition, in the latter part of the 8th grade, he would begin group guidance, group counseling, and individual counseling using the concept of occupational clusters - data, people,things - and value clarification, as discussed in this course. He would also use the DAT. For all of the 9th grade, he would use the CMI. He would expose the students to the ten BOCES clusters and use "It's Up To You". He would try to arrange hands-on experiences, if feasible, with the objective of zeroing in on a possible area of interest or a specific course. In special cases, for individual students, he might use appraisal or interest inventories combined with individual counseling. He feels Multi-Occ not useful unless improved.

Mr. Boris Ourlicht of Great Neck Sr. Jr. High School is a teacher heavily involved in the career education program and that is why he was asked by his school to attend this course (even though we had intended it primarily for guidance

counselors). He felt that workshops like this should be offered to the entire staff of Jr. High Schools so that they could provide preparation and follow through for actual experiences that might occur in the Career Resource Center of BOCES. He would then bring small groups of students who were ready for exploration to the Center to use the AV and other materials.

Mr. Harold Sperling of West Hempstead High School would develop two programs. One would be within his own school and would be designed to expand knowledge and understanding of job opportunities for women. He would do this through group guidance, etc. His other program would be designed to improve articulation between the home school and BOCES and refine procedures for pre-BOCES students.

In the program he would offer at his own school, he would utilize the film strip JOBS AND GENDER that he viewed in this course. He would utilize the value clarification techniques discussed by Joe Elmo. He would discuss the material on changing career patterns for women included in the bibliography for the course and he would invite speakers who are knowledgeable about jobs for women in Nassau County.

In order to improve articulation between the home school and BOCES, he would continue attendance at the area center counselor meetings. For students requesting a specific program, he would continue to utilize visits by individual students and their parents. For students who are considering a number of possibilities, he would recommend the Multi-Occ Program; however, he stated that this program should be more structured than it is now. Students should be encouraged to remain in a Multi-Occ Program for at least a semester. For students who need motivation or some stimulation as to type of training, he would refer to the Career Resource Center. Such students might be prepared ahead of time in small groups with use of the Kuder, OVIS or other interest inventories. He would also administer the ASVAB test on a voluntary basis to upper grade students (11th and 12th grades).

CAREER GUIDANCE PROGRAM PLANNING WORKSHEET II

GRADE 9th and 10th

By: Mrs. Joan Blendnick
Massapequa High School

Objective:	WHAT	WHO	WHERE	WHEN
To expand career information	Three-fold assembly 1. Audio-visual - Choosing your career - Guid. Assoc. 2. Pring = "It's Up to You" folder; BOCES - Cluster List 3. Guidance - Group Guidance 4. Introduce Data-People-Things cluster concepts in group guidance sessions 5. Increase & update occupational files. 6. Make use of the A/V aids at BOCES Career Resource Center 7. Introduce student and instruct on use of D.O.T. Occupational Handbook.	9th & 10th Grade students and teachers	Large Areas- That are available	October)) Fall November)
To expand self-awareness	1. See Counselor for results and interpretation of Kuder, C.M.I., Otis-OVIS grades. DO I LIKE SCHOOL. Question List. Groups - join if possible. Individual - Counselor 2. Use A/V -Values games on values group - individual counseling 3. Set up a WHY NOT! Corner-Jobs for Women. Group counseling on "Who I really am." Values & Ideals. Likes & dislikes. Use A/V Jobs and Gender and discuss Super Career Patters for Women. 4. Kuder & OVIS already given at our school - results interpreted.	9th grades	Small room for group Guid. Off.	Pre-winter recess October - May All students in our district are tested in October - results returned and interpreted in November

CAREER GUIDANCE PROGRAM PLANNING WORKSHEET II

By Mrs. Joan Blednick - Massapequa H.S.

GRADE 9th and 10th	WHAT	WHO	WHERE	WHEN
Objective: To teach and/or develop decision making skills	Decision Making - 1. How to make a decision will probably come from the groups or individual relations student to counselor after the foregoing are carried out. 2. In addition, would use Singer Evaluation Center at BOCES County Center. Visit CRC - use of AV and other materials Tour BOCES and Outreach Program for small carefully prepared groups. 3. If decision cannot be made specifically, would recommend Multi-Occ for 6 months. Students must continue in the program for that length of time.			Spring at BOCES

Teachers and administrators should be brought to BOCES to increase their *awareness*. Conference Day, which is usually in October and November, would be an appropriate time. There should be parent orientation at the home school in the Fall, followed by visitation to BOCES with the students at a later date.

SUMMARY

PLANS DEVELOPED FOR PRE-BOCES COUNSELING

As a result of the specific plans presented above and the discussion on August 22nd, in which participants in the Career Counseling Inservice and Practicum Course contributed additional comments and suggestions, it became clear that a two-stage plan is necessary:

1. Home school guidance staffs (and possibly teachers and administrators)should be trained on what the BOCES program in career counseling is and what instruments are available for vocational appraisal.

2. After this training, the home school counselors could provide in-depth counseling in their own schools, using interest inventories, CMI and value clarification techniques.

3. Then the home school personnel would select small groups of students to come to BOCES for an intensive experience in the Career Resource Center, in observation of BOCES classes, in use of the Singer Evaluation System and possibly in hands-on experiences in classes.

The consensus was that there should be intensive work with small numbers of students and that the pre and post preparation done at the home school is very important.

See section on Career Counseling Inservice and Practicum Course for specific recommendations for cooperative activities including the administration and interpretation of the GATB.

EVALUATION BY PARTICIPANTS

A form (Appendix G) was used to permit participants to express a written opinion on the course.

As a result of this experience, all participants will plan to use the BOCES Career Resource Center in some way in their programs during the coming year. They also will use some of the materials discussed in group counseling and guidance programs at their schools. Several expressed a desire to have a Career Resource Center at their school but felt their district could not afford it.

The general consensus is that the one day practicum with the students was much too short; they must be involved for a three-day period, which permits personal counseling on an individual basis, and exploration. Both students and counselors needed time to tie ends together. It is "counseling" rather than fast superficial orientation that is needed.

A sample letter was sent to Superintendents (Appendix F).

RECOMMENDATIONS

TO: N.Y. State Dept. of Labor
Manpower Service Division and
N.Y. State Bureau of Guidance

During the Practicum, it was evident that participants needed supervised experience, particularly in administration of the final two sections of the test. Assistance in scoring one set of tests was also helpful. The small group discussion of test interpretation as it applies to youngsters 14 - 18 to integrate this test with other aspects of school guidance and counseling was also needed.

It is recommended that training of school counselors who will use the GATB should include not only three days on the test itself but also a practicum to help them understand how to integrate it into a total counseling program for secondary school students.

TO: Nassau BOCES

1. Participants were very enthusiastic (see evaluations). It is recommended that all BOCES guidance staff receive the same training so that this type of career counseling can be implemented by counselors at all five Area Centers.

2. This course should be offered to home school counselors again on an in-service basis. The course content requires a minimum of six (7-1/2 hour) days or 45 hours of classroom activity and three days of practicum. If offered in the summer 10 days would be excellent timing. During the school year, the course could be offered three hours a week for 15 weeks (45 hours) with the three day practicum taking place during the day while school is in session. The possibility of getting graduate level credit or in-service credit for this course should be explored.

3. Participants' comments on the Multi-Occupations course were very negative. They strongly urge that it be "revamped". They are aware of the need for this type

of exploratory course and would like to use it for their immature or undecided students for whom intensive career counseling at their school is inappropriate. However, it was unanimously recommended that the course needs much more specific structure; that it run for a semester and that students remain in it for at least that length of time before making a specific course choice.

4. Participants would like to have BOCES do GATB testing here rather than start an extensive program at their schools. It was suggested that BOCES undertake a two-pronged program:

A. Offer this course again to train home school guidance counselors so that they understand uses and limits of GATB and so they can prepare students to take the test and then interpret results.

B. BOCES do the testing in its Career Resource Center facilities and supply results to the trained home school counselors.

It was also suggested that this career counseling and testing program might be implemented in the 3:00 p.m. - 7:00 p.m. time period so that students would not have to take time out of classes in order to take advantage of it.

Participants mentioned that seniors might wish to have this experience and use it in order to consider post-graduate training at BOCES.

Because of reproduction problems,
the following pages have been removed:

26-30

A TEAM APPROACH

TO

CAREER GUIDANCE AND VOCATIONAL APPRAISAL

Materials for two VEA Courses

Career Counseling Inservice and Practicum

And

Pre-BOCES Counseling

August 12-22, 1974

Prepared By: Career Resource Center

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY

COUNTY CENTER
1196 PROSPECT AVENUE
WESTBURY, NEW YORK 11590

STAFF

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District Superintendent

Frank J. Wolff
Assistant Superintendent
Division of Occupational Education

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Supervisors of Occupational Education

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Coordinating Project Officer

Edith Corman
Guidance Counselor

Joseph Elmo
Guidance Counselor

Hannah Edelstein
Media Specialist

Dorothy McDonald
Secretary

APPENDIX D

A/V Information
Print Information
Computer Information
Individual discussion of plans
Group discussion of plans
Appraisal Instrument Tests
Hands-on experience
Job Placement Part-time full-time tempo, coop
G.T.A. or LIBRARIAN
GUIDANCE COUNSELOR
PLACEMENT OR COOP COUNSELOR
THE INDIVIDUAL STUDENT

Because of reproduction problems,
the following pages have been removed:
34-39

BOCES MODEL PROGRAMS

1) Specialized Individual Counseling

2) Multi-Occupational Exploration

3) Decision-Making (for 6th grade + readers)

4) Decision-Making/Exploration (poor readers)

5) Pre-BOCES Orientation

6) Post BOCES

August, 1974

MATERIALS USED FOR MODEL 2

MULTI-OCCUPATIONAL EXPLORATION

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CAREER RESOURCE CENTER

CC - County Center
A - Area Center

*Used 4 times
** Used Twice

OCCUPATIONAL CLUSTERS

CODE		Data-People-Things	OVIS Schema 24 Clusters	Modules Available for September
	OUTDOOR			
CC	Animal Care - Small		#15 Agriculture**	
CC	Conservation Services	THINGS	#4 Caring for People or Animals	
CC	Floral Design			
CC	Ornamental Horticulture			
	OFFICE & BUSINESS			
CC	Business Data Processing			
CC	Retail Business Management (11th & 12th gr.)	DATA	#5 Clerical Work #13 Numerical	
	HEALTH			
CC-A	Child Care Services		#19 Nursing & Related Tech. Ser. #24 Medical #4 Caring for People or Animals**	
CC-A	Dental Assisting	PEOPLE		
CC	Health Careers (12th gr.)	DATA		
A	Health Services	THINGS		Health Services
A	Medical Assisting			
CC	Medical Laboratory Assisting			
	FOOD & HOSPITALITY			
CC	Baking		#10 Skilled Personal Service	
CC-A	Classical Cuisine & Catering	DATA PEOPLE		
CC-A	Commercial Food Preparation			
	CONSTRUCTION			
CC	Automatic Heating		#7 Crafts & Precise Operations* #6 Inspecting & Testing**	
CC-A	Building Mechanics			
CC-A	Carpentry	THINGS		R.A.C.
CC	Masonry/Bricklaying			
CC	Plumbing			
A	Refrigeration & Air Conditioning			
A	Trade Electricity			

OCCUPATIONAL CLUSTERS - (CONT.)

CODE		Data-People-Things	OVIS Schema 24 Clusters	Modules Available for September
	GRAPHICS, ART, & COMMUNICATIONS			
CC	Architectural Drafting		#19 Artistic	
Plainview	Broadcast Communications	DATA		
A	Commercial Art	THINGS		Commercial Art
A	Commercial Photography			
CC	Fashion Design (11th gr.)			
CC-A	Offset Printing (Lithography)			Offset Printing
CC	Trade Drafting			
	TECHNICAL INDUSTRIAL			
AAU	Aircraft Operations			
CC	Clothing Services/ Clothing/Construction	THINGS	#7 Crafts & Precise Operations*	
A	Electronic Occupations (Radio & TV Repair)		#6 Inspecting and Testing**	Electronics
CC	Machine Trades		#2 Machine Work**	
CC	Metal Fabrication			
CC	Trade Drafting			
CC	Welding			
	TRANSPORTATION REPAIR			
AAU	Aircraft Maintenance		#7 Crafts*	
A	Auto Body Repair	THINGS	Precise Operations*	
A	Automotive Mechanics		#2 Machine Work**	Auto Mech.
CC	Diesel Engine Mechanics			
CC	Marine Engine Repair			
CC	Marine Maintenance			
CC	Small Engine Repair			
	REPAIR AND OTHER SERVICES			
CC	Major Appliance Repair	THINGS	#7 Crafts & Precise Operations*	
CC	Office Machine Repair	PEOPLE		
	PERSONAL SERVICES			
A	Cosmetology	PEOPLE	#3 Personal Services**	
CC	Travel Services	THINGS	#8 Customer Serv.	
CC	Retail Business Management		#10 Skilled Personal Services	

8/15/73

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

TEACHER PERFORMANCE EVALUATION

Student: _____ Date: _____

Course: _____ Teacher: _____

This student is referred for _____ hands-on experience.
weeks

Please provide experiences which will assist him in self-evaluation of his abilities to learn this course. Your comments on your evaluation of the items below will also be appreciated.

	Shows Much Promise	Satisfactory	Marginal
Quality of Work	_____	_____	_____
Quantity of Work	_____	_____	_____
Student has ability to work with hands	yes ☐	no ☐	
Punctuality & Attendance	_____	_____	_____
Responsibility: Cooperative	_____	_____	_____

Other comments on your estimate of this student's potential for doing well in your course:

_____

_____

_____

_____

_____

_____

_____

Revised December 20, 1977 Nassau BOCES Spec. Ed. 174

STUDENT EVALUATION OF HANDS-ON EXPERIENCE

Student: _____ Date: From _____ To _____

Course: _____ Teacher: _____

During this class I participated in the following activities:

_____

_____

_____

I learned about:

_____

_____

_____

As a result of this experience I think I could learn to do the work involved in this course:

yes ☐ no ☐

I think I would like to do the work involved in this course.

yes ☐ no ☐

I still do not know whether I want to choose this course and would like to cycle in other courses before deciding:

yes ☐ no ☐

MB/tn
Feb. 12,1974

Nassau BOCES 409-OE-274

MATERIALS USED FOR MODEL 3

DECISION-MAKING (FOR 6th GRADE + READERS)

Career Maturity Inventory

Source: Developed by John O. Crites, Ph.D.

Published by: CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Level: 6th grade reading level - senior year of college.

Time: 30 minutes (actual working time 20 minutes)
When used with Competency 2 1/2 hrs.

Administration:
Emphasis on responding to feelings about the world of work.
Can be administered on an individual as well as a group basis.

Use:
1. Evaluating growth of career development.-Screening
2. for career immaturity.
3. Career counseling for exploring the choice process with client.
4. Teaching mature career attitudes. (Discuss immature responses).
5. Assessing guidance needs.
6. Evaluating career education.
7. Test research hypotheses in career development.

Scoring: Hand scoring or machine scoring.
On an individual basis appropriate qualifications in interpretation of scores should be made (not standardized).

Interpretation:
Rate of career development is derived from student's percentile rank with reference to others at the same grade level. Those in lowest quarter (at or below the 25th percentile) can be considered as possibly delayed or impaired in their career development. Students above the 25th percentile are most likely progressing normally in their career development.

Advantages:
1. Attitude Scale equally applicable to male and female.
2. Applicable as counseling and guidance tool for individual and groups. (See Use).
3. Ease of administration and scoring.

Limits:
1. Mean scores of vocational-technical student are significantly lower than those of college preparatory student. Evidence of depressed performance of disadvantaged and minority groups.

Limitation of Interpretation
2. Must view rate only related to career Inventory of grade level.
3. Scores have been validated in groups. Individuals may score differently.

Because of reproduction problems,
the following pages have been removed:

48-51

Kuder - Form E - General Interest Survey
(from Manual)

Source: Developed by Dr. C. Frederick Kuder

Published by: Science Research Associates, Inc.
259 E. Erie Street
Chicago, Illinois 60611

Level: 6th grade and up

Time: 60 minutes

Use:

1. Used for Career Exploration not to decide on specific occupation.
2. Can be used individually or in groups.

In the Seventh or Eighth Grade

1. To help the student decide what electives to take in junior high school.
2. To help him determine the kind of high school curriculum to choose-academic or college preparatory, vocational, business or commercial or general.
3. To help him plan a program of reading and other activities around his principal interest areas.
4. To help him plan new experiences that might lead to the discovery of new interests.

In the Ninth or Tenth Grade

1. To help the student reexamine his interests, if they have been measured earlier, to see which of his pronounced preferences have persisted or become even more pronounced, which ones have diminished and in what areas new peaks have shown up on his profile.
2. To help him plan his high school course of study if he is in a junior high school.
3. To help him relate his preferences to the high school extracurricular program.
4. To help him see the relation between interests, on the one hand, and various part-time and summer jobs and other tryout experiences on the other.
5. To encourage him to consider, not specific occupational chouices, but broad exploration of jobs in the areas of his most pronounced preferences as well as his most pronounced abilities. This exploration can include individual investigation, related reading, field trips, films, and interviews with people holding jobs in these areas.

6. To help him with his immediate vocational choice, if efforts to help him see the wisdom of staying in high school until graduation seem likely to fail.

In the Eleventh or Twelfth Grade

1. To help the student make a tentative vocational choice if he is planning to go to work or into a specific job-training program immediately after high school graduation.
2. To help the college-bound student outline his general objectives.

Scoring: Hand scoring - done by participant. High V score (15 or over) indicates doubt of value of responses. Separate groups Male/Female-Grades.

Interpretation:
Indicates order of preferences. Should be related to abilities; needs and values, aspirations.
Students made aware of the meaning of high and low scores High degree of preference is not better than a low one. - one interest is not more or less desirable than another.
Particular reference should be made to the ten interest areas described in the profile section. (p.35)

Advantages: Student involved in scoring and interpretation V Score check for accuracy.
Non-threatening.

Limits: Poor readers may find it difficult.
Marking procedures (punching holes) must be checked for accuracy.
May be long for restless student.
Separate scores Male/Female.

The Self Directed Search

Source: Developed by John L. Holland, Ph.D.

Published by: Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Level: Age 15 and older.
Has been used successfully with 13 and 14 yr. olds-in groups of 3-5.
Reading level - 7th and 8th grade.
(Form E for 4th and 5th graders and older people with limited reading ability.

Time: 40-60 minutes

Administration:
Most effective when given to an individual to work alone without supervision (can be taken home).
Can be given in small groups 20-30.
Users must recheck scoring, transcribing, multiplication, addition and summary codes.

How the SDS Works

Person fills out the Self-Assessment Booklet
- ...Indicates his occupational desires (daydreams)
- ...Indicates his preferences for 6 kinds of activities (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)
- ...Reports his competencies in 6 areas (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)
- ...Indicates his preferences for 6 kinds of occupations (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)
- ...Estimates his abilities for 6 areas (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)
- ...Scores above work
- ...Makes graphs from the scores
- ...Obtains 6 summary scores(must be able to multiply by 3 and 2, and add to 16)
- ...Obtains a 3-letter code (3 highest summary scores)
- ...Checks the 3-letter code for general agreement with his occupational daydreams

Person uses all permutations of his three-letter code to search the occupational classification for occupations.

Use: Should only be given to people who voluntarily indicate interest in taking test to explore and understand their vocational needs.
1. For individual counseling or group guidance.
2. To assist career exploration, occupational choice and to gain information about alternatives.
3. Helps to relate particular activities

4. Personnel work for job placement, transfer, career ladders, work adjustment problems.
5. Assess new curricula to determine characteristics of students who succeed or fail.
6. Adapted to special institutional needs by adding occupations or curriculum profiles to The Occupation Finder.
7. Organizing and interpreting relationship of occupations through use of The Occupation Finder.

Scoring: Self scored.

Interpretation:

One to one (counselor-child) interpretation indicated. Derived from the summary code and the five profiles. First letter most important. The remaining two letters less. *However, this interpretation should be moderated according to the actual scores that form the summary code. For example, a code of RIE with scores of 12, 6, and 2 is different than the same code with scores of 12, 11, and 10.

Profiles that look alike imply consistency in self-concept, competence, activities, and occupational preference. Generally when summary codes are well defined and interpretable, there is no great need for career counseling.

Flat profiles, contradictory profiles (contrasting shapes), or profiles with rare summary codes indicate the need for greatest professional assistance, work experience and information.

Flat profiles may occur if person rates himself average or the same in many abilities. Flat profiles may also indicate immaturity and inexperience. Socio-economic and culture differences should be considered. The reasons for this type of profile should be explored by the person and the counselor.

Rare codes (summary codes that do not correspond to any occupation) may indicate atypical people. Check to see if directions were accurately completed. Relate results to other personal information. Locate the occupation closest to summary code. Relate first two letters of summary code or resort to first letter only to correspond to occupations in Occupation Finder.

Advantages:

Client's involvement in test-

a) knows what is being assessed.
b) participates in his own scoring, profiling, and interpretation.
c) obtains results of self assessment immediately.
d) increases number of people counselor can see.
e) easy reference for educational requirement.

Limits: Depends on client's ability to follow explicit directions requiring accuracy in math.

Practice and direction may be required in interpretation of summary code.

MATERIALS USED FOR MODEL 4

DECISION-MAKING/EXPLORATION

Because of reproduction problems,
the following pages have been removed:

57-60

(716) 586-2020

SINGER EDUCATION SYSTEMS
3750 MONROE AVENUE
ROCHESTER, NEW YORK 14603

Effective
July 16, 1973

SYSTEM PRICING
THE SINGER VOCATIONAL EVALUATION SYSTEM

PRODUCT #	ITEM	PRICE RANGE
-	THE SINGER VOCATIONAL EVALUATION SYSTEM - COMPLETE WITH EVALUATORS' PACKAGE, AND ANY TEN (10) WORK-STATIONS, SELECTED FROM THE LIST BELOW: -	From $8,615.00 to $10,543.00
-	INSTALLATION/ORIENTATION - 2-DAY PROGRAM (CONDUCTED BY SINGER PERSONNEL)	200.00 - 200.00
-	SHIPPING CHARGES - FROM MORTON GROVE, ILLINOIS TO DESTINATION (ESTIMATED & INVOICED)	XXX.XX - XXX.XX
-	TOTAL PRICE (PLUS SHIPPING):	From $8,815.00 to $10,743.00

*PRICE (PER UNIT) FOR SUPPLEMENTAL & ADJUNCTIVE WORK-STATIONS

52-101	Basic Tools	$ 872.00
52-102	Bench Assembly	1,112.00
52-103	Drafting	849.00
52-104	Electrical Wiring	805.00
52-105	Plumbing & Pipe Fitting	947.00
52-106	Carpentry & Woodworking	916.00
52-107	Refrigeration, Heating & Air Conditioning	791.00
52-108	Soldering & Welding	818.00
52-109	Office & Sales Clerk	850.00
52-110	Needle Trades	907.00
52-111	Masonry	853.00
52-112	Sheet Metal Working	1,490.00
52-113	Cooking & Baking	1,490.00
52-114	Small Engine Service	1,002.00
52-115	Medical Service	896.00
**52-900	Evaluator Package	58.00
** -	Installation/Orientation - 2-Day Program (Conducted by Singer Personnel)	200.00
** -	Shipping (Estimated & Invoiced)	XXX.XX

* Prices apply to purchase of ten (10) or more work-stations only.
**Non-optional items, required with all System purchases.

Selection of any ten (10) different of the above fifteen (15) work-stations, plus the Evaluators' Package and the Installation/Orientation Program, will provide one complete Singer Vocational Evaluation System within a price range of:

Not less than $8,815.00 (plus shipping charges)
Nor more than $10,743.00 (plus shipping charges)

CAREER INFORMATION PROGRAM

EVALUATION OF MATERIALS

Date_____

Title_____

Type of Media_____

Content: (fill in) Specific Occupation _____ Multi-occupational_____

Career Field_____ Other_____

Producer_____ Date Produced_____

Purchase Sources_____ Sale Price_____

Rental Sources_____ Rental Rate_____

Free Loan Sources_____ Time Limit_____

Physical Condition _____ Size and Speed_____ Running Time_____

B/W_____ Color_____ Sound_____ Silent_____

Evaluated By_____ Date_____

Brief Synopsis (content)_____

Loan to: Teacher_____ Counselor Only_____ Either One_____ Other _____

List possible audiences and purpose for which used:

	Audience	Group or Individually	Purpose
1.			
2.			
3.			

Recommended Grade Level: Primary____ Intermediate_____ Jr. High_____ Sr. High _____

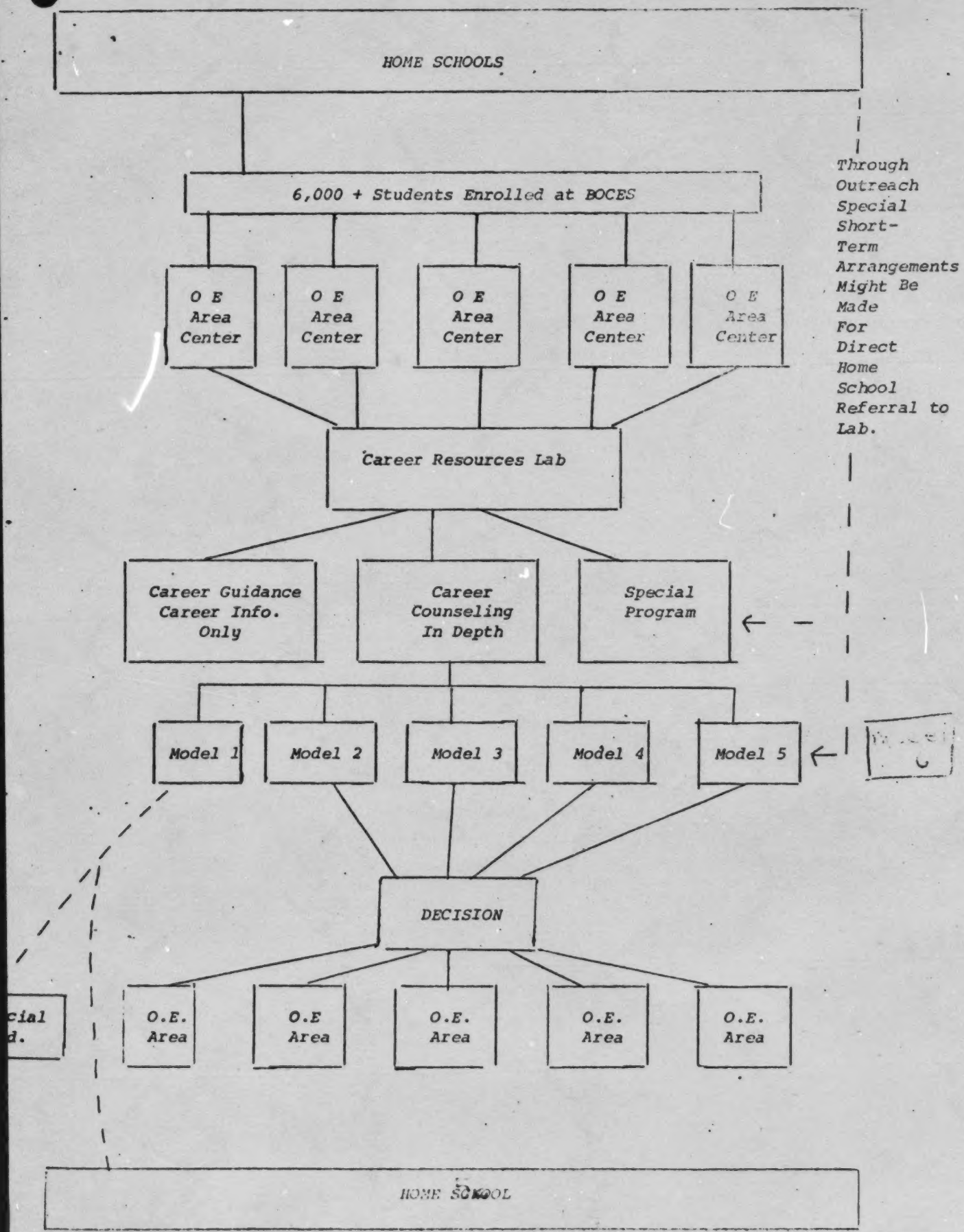
College_____ Adult_____ Slow Students_____

Technical Quality: Picture_____ Sound_____ Structure_____

Can be used with _____ Without_____ supplementary material.

Comment and general Impression (re authenticity, ethnic diversity, timeliness, impact and possible reaction of special groups.)

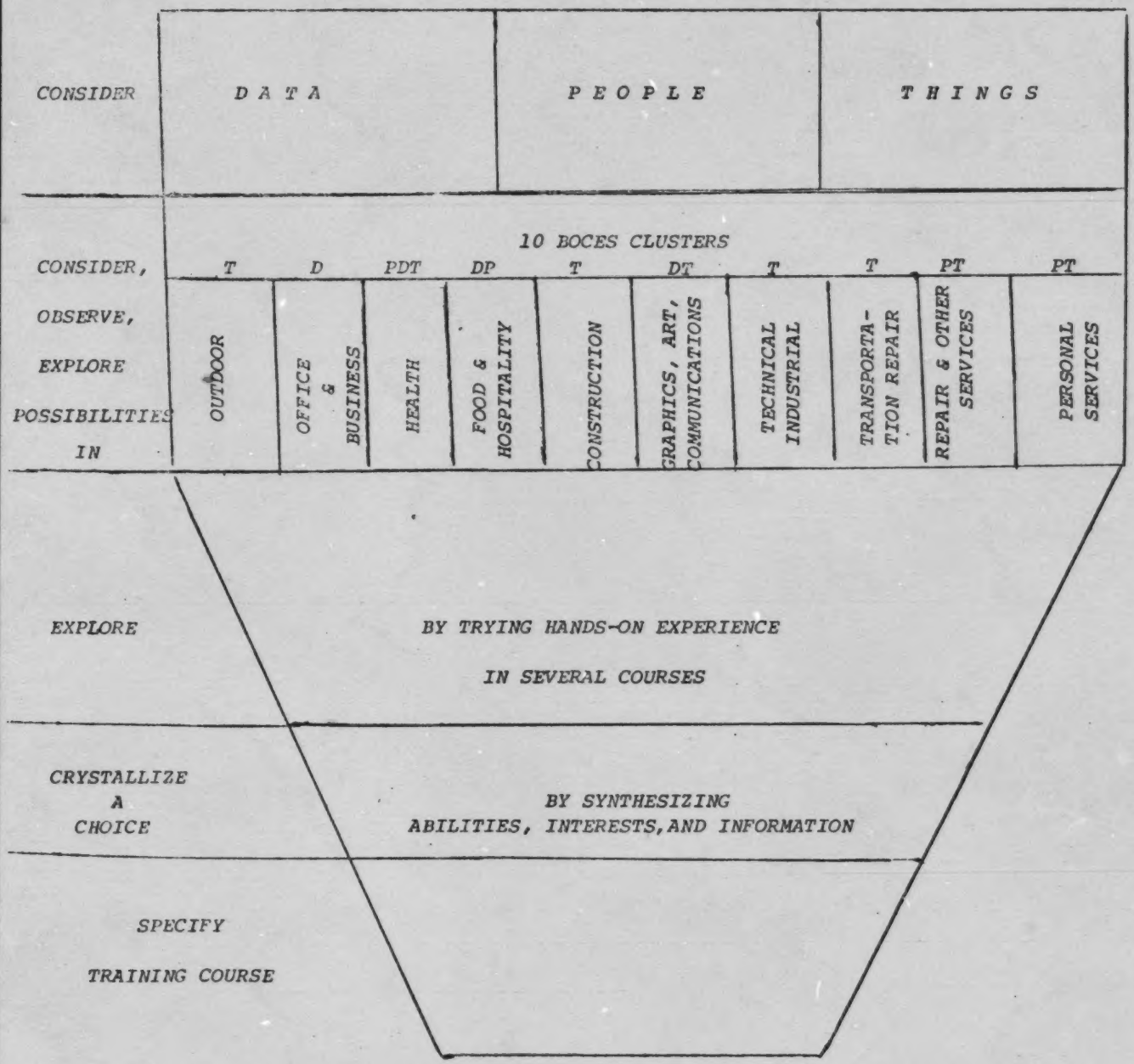
NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES



NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CAREER RESOURCE CENTER

DATA, PEOPLE, THINGS, AND CLUSTER CONCEPT



10/18/73/mld

Form CRC-P-3

CAREER RESOURCE LABORATORY

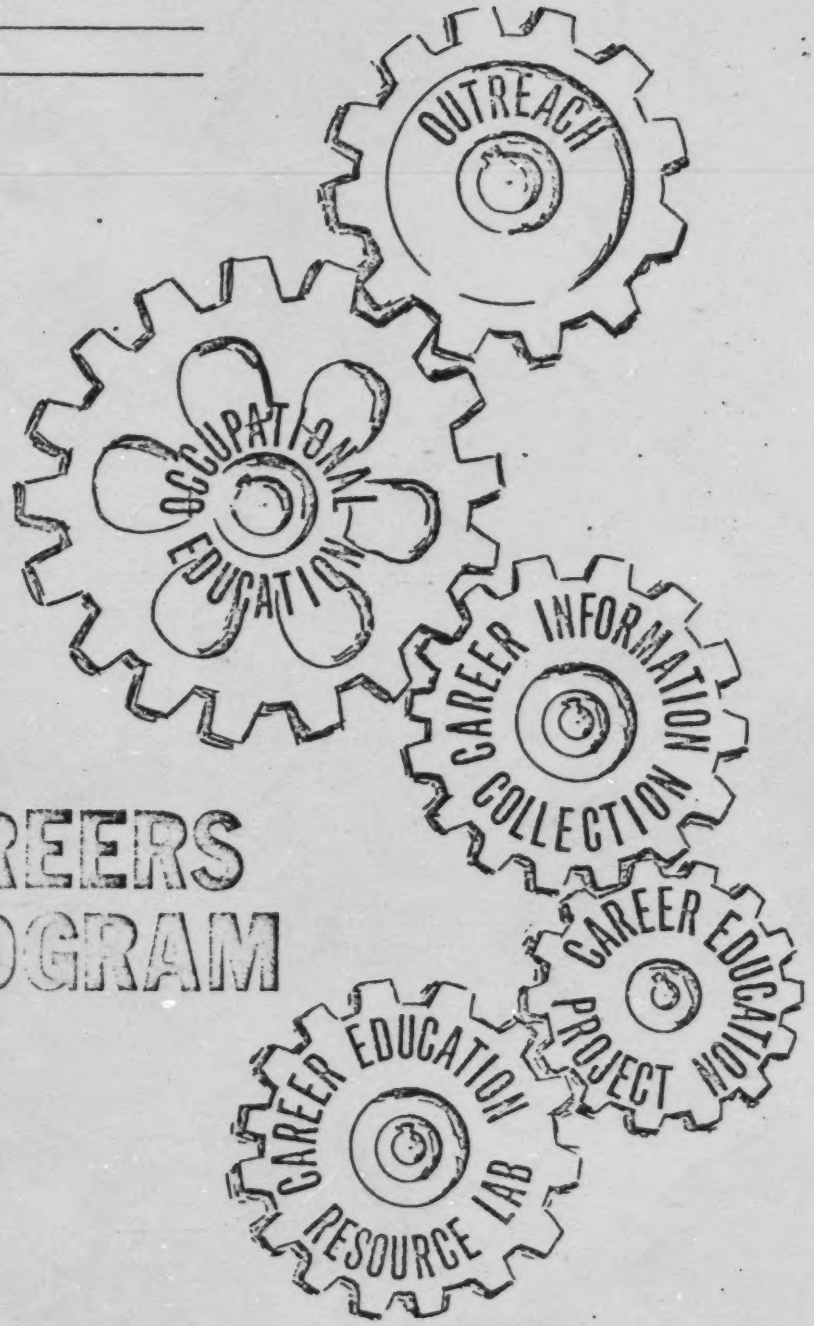
STUDENT PACKET

NAME _____

DATE _____

CENTER _____

HOME SCHOOL _____



CAREERS PROGRAM

The BOCES Career Resource Laboratory provides opportunities for any or all of the activities listed in the contract on the opposite page.

The only purpose of these activities is to help YOU explore possibilities and gain information for YOUR OWN DECISIONS about YOUR career choice, YOUR career training, and YOUR career planning. YOU are here to learn ABOUT and FOR YOURSELF.

In the contract on the opposite page, you can make a choice of the activities you want to undertake to gather the facts you need about yourself and career fields.

You will have an opportunity to discuss the contract with a counselor who may make suggestions of activities that could be helpful but the decision about activities is your own.

When YOU sign the contract, you are making your own short-term plan about the number of days you will be in the Lab program. It is expected you will attend regularly until you complete your plan. When you complete it, you should be able to make your decision on the next step in your career.

CAREER RESOURCE LABORATORY

STUDENT CONTRACT

Name _____

In order to make a decision about _____

(1) Observation - I will observe in the following BOCES courses:

Initial _____

(2) Explore - I will find out about occupations in the Lab and outside

Initial _____

(3) Interest Evaluation - I will use the following assessment materials:

Initial _____

(4) Abilities Evaluation -

Initial _____

(5) Cycle for Hands-On Experience - I will work directly in the following BOCES courses for a period of time.

Initial _____

Signature _____

Date _____

10/16/73/mld

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

STAFF

Mr. Francis J. Russo, Supervisor
Occupational Education

Dr. Marjori Brusasco
Coordinating Career Development Specialist
Careers Program

Career Education Resource Laboratory:
(County Center)

Mrs. Edith Corman
Counselor

Mrs. Hannah Edelstein
Guidance Technician Aide

Career Information Collection:

Dr. Ann Fitzpatrick
Administrator - NERC

Mrs. Rita Weinroth
Senior Librarian

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Mr. Richard L. Ornauer, President; Mr. Benjamin A. Demos, Vice President; Dr. Robert H. Bell, District Clerk; Mrs. Joan B. Brenner, Vice Clerk; Mr. Theodore F. Childs, Mr. George Farber, Mr. Milton Levine, Mrs. Henrietta B. Tuthill, Mr. Simeon A. Wittenberg. Dr. William T. Callahan, District Superintendent. Mr. Frank J. Wolff, Assistant Superintendent for Occupational Education.

October 15, 1973
Draft

This data will be helpful for your talk with the guidance counselor. (Please complete as much as you remember.)

Name _____ Date _____

Address _____ Age _____

Telephone No. _____ Home School _____

My occupational experience is (selling papers, part-time work in a store, gardening, babysitting, etc.)

List experience (if any) _____

_____

_____

My hobbies are _____

_____

I have been a member of (groups, clubs, or organizations in or out of school) _____

_____

_____

Check all that applies to you.

_____ 1. I probably will graduate from high school.
_____ 2. I will leave school as soon as I become 16.
_____ 3. I will leave school if I can find a job.
_____ 4. After graduation from high school I will:

_____ go to college.
_____ go to work.
_____ go for further training.

List in order of preference three specific occupations in which you are interested.

First choice _____
Second choice _____
Third choice _____

My educational plans include:

_____ 1. college, 4-year
_____ 2. college, 2-year
_____ 3. technical school
_____ 4. business school
_____ 5. school of nursing
_____ 6. art school
_____ 7. apprentice training
_____ 8. other (explain below)

My health is _____

In my school subjects I do best in _____

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CAREER RESOURCE CENTER

SELF-APPRAISAL

Name:_____ Date:_____

How would you estimate your ability in the following areas?

1. Reading. . . . . good ☐ average ☐ fair ☐

2. Working with numbers . . . . . good ☐ average ☐ fair ☐

3. Working with your hands. . . . good ☐ average ☐ fair ☐

Would you be interested in finding out more about your abilities in these areas? yes ☐ no ☐

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CAREER RESOURCE CENTER

SELF-ASSESSMENT I

*Name*_____

1. *How would you rate your ability to learn skills in the course you have been studying?*

   *High*_____ *Average*_____ *Fair*_____

2. *How would you rate your interest in the type of skills and knowledge you had to learn in that course?*

   *High*_____ *Average*_____ *Fair*_____

3. *Did your reaction to the teacher affect your decision to change course? Yes*_____ *No*_____

4. *Did a change in your information about job opportunities and salaries in the field you were training for affect your decision to change course? Yes*_____ *No*_____

5. *Are there other factors which led you to this decision? If so, please list them.*

_____

_____

_____

_____

_____

_____

10/18/73/mld

Form CRL-S-301
Nassau BOCES 339-0E-1073

"THINGS TO DO"

Source

This test was developed by Dr. Virginia R. Boehm, Senior Employment Consultant of the New York State Department of Labor, Division of Employment. It was intended primarily for use by the employment service counselors before or during desk interviews with applicants who have a low reading level.

Advantages

Short (Takes 5-10 minutes to complete)
Self Scoring
Simple Vocabulary
Low Cost
Non threatening
Not pinpointed in percentiles
Can be used with slow learners
Can be read to non-readers

Limitations

Does not provide precise occupational specification or depth of information.

Use

With whom - This is very effective in classroom or small groups when the topic of how jobs differ in data-people-things is introduced.

It can also be used in individual counseling.

When In a Class -

a) Can be used to awaken interest before presentation of the concept of data-people-things.

b) In some instances it might be used again after this concept and some activities related to expanding occupational information have occurred.

c) It can be used prior to planning field trips to BOCES or employers so that students can choose areas of special interest for concentration in the field visit, career night, etc.

d) It can be used for individual students by a counselor at any point with counseling process where the question of interests arises.

e) For selected students the counselor may wish to follow-up with a longer interest inventory or test.

CAREER RESOURCE CENTER

OCCUPATIONAL CLUSTERS CHECK LIST

Name: _____

CONSTRUCTION

Automatic Heating & Cooling _____
Building Mechanics _____
Carpentry _____
Masonry/Bricklaying _____
Plumbing _____
Refrigeration & Air Conditioning _____
Trade Electricity _____

FOOD AND HOSPITALITY

Baking _____
Classical Cuisine & Catering _____
Commercial Food Preparation & Service _____

GRAPHICS, ART, & COMMUNICATIONS

Architectural Drafting _____
Broadcast Communication _____
Commercial Art _____
Commercial Photography _____
Fashion Design (11th gr.) _____
Offset Printing (Lithography) _____

HEALTH

Child Care Services _____
Dental Assisting _____
Health Careers (12th gr.) _____
Health Services _____
Medical Assisting _____
Medical Laboratory Assisting _____

OFFICE & BUSINESS

Business Data Processing _____
Retail Business Management _____

OUTDOOR

Animal Care - Small _____
Conservation Services _____
Floral Design _____
Ornamental Horticulture _____

PERSONAL SERVICES

Cosmetology _____
Travel _____

REPAIR SERVICES

Major Appliance Repair _____
Office Machine Repair _____

TECHNICAL-INDUSTRIAL

Aircraft Operations _____
Clothing Services
Clothing Construction _____
Electronic Occupations
(Radio & T.V. Repair) _____
Machine Trades _____
Metal Fabrication _____
Trade Drafting _____
Welding _____

TRANSPORTATION REPAIR

Aircraft Maintenance _____
Auto Body Repair _____
Automotive Mechanics _____
Diesel Engine Repair _____
Marine Engine Repair _____
Marine Maintenance _____
Small Engine Repair _____

10/29/73/sn

Revised 10/73 384-OS-1073
Form CRC-S-315

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CAREER RESOURCE CENTER

STUDENT LOG-AUDIO VISUAL

Name_____

Date_____

I. Title of Audio Visual:_____

II. What I learned: _____

_____

_____

III. What things in the film made me interested in the occupations:

_____

_____

_____

IV. What things in the film I did not like about the occupations:

_____

_____

_____

V. What things would I like to find out more about:

_____

_____

_____

October 18, 1973/tn

Nassau BOCES 340-0E-1073
Form CRL-S-304

NASSAU BOCES CAREER RESOURCE LABORATORY - COUNTY CENTER

INITIAL INTERVIEW FORM

Student: _____

Assessment of Career Development Stage

Based on following factors:

_____

_____

_____

_____

_____

_____

Other Needs (indicated from record and interview):

_____

_____

_____

_____

_____

_____

Expressed Career Interests (not elsewhere indicated):

_____

_____

_____

_____

_____

Plan: _____

_____

Date: Counselor: _____

CAREER RESOURCE CENTER

INTERVIEW FORM (GENERAL BACKGROUND)

Name: _____ Area Center: _____ Home School _____

Date: _____

General Impression

_____

Student's Own Statement of this situation

_____

Information - Family

_____

Home School (Student's report)

_____

Student's statements re Health - contacts with agencies and special services (psychological, reading, etc.)

_____

Plan - Observe - Explore - Assess - Cycle - Other

10/23/73/tn

Form CRC-S-310

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CAREER RESOURCE CENTER

Name _____

Date _____

STUDENT LOG-OBSERVATION

I. Course _____

II. When I visited this class, what did I like about the occupation and training?

_____ _____

_____

_____

III. When I visited this class, what did I dislike about the occupation and training?

_____

_____

_____

IV. What I would like to learn more about:

_____

_____

_____

Nassau BOCES 342-OE-374 Rev.

CAREER EDUCATION RESOURCE LABORATORY
(CARED)

JOB EXPLORATION FIELD GUIDE

Use this at the place you visit to help you gather more information about the kind of job you are interested in. The questions are only suggested and some may not apply. Make up a few questions of your own. Use the other side if necessary. Only you can answer questions 10 and 11.

JOB TITLE:

1. *As an employee on this job, what would I have to do?*

2. *What kind of place is this to work? Is it clean, well lighted, odor free, etc.*

3. *How much will I make at first doing this work?*

   Later on?

   What are the hours?

4. *Is there any special education or training required for this job?*

5. *Can I expect to be doing this kind of work or work related to this 5 years from now? 10 years from now?*

6. *What kind of advancement opportunities can I expect here?*

7. *What are some of the disadvantages in doing this type of work?*

8. *Do I have the physical requirements for this kind of job?*

9. *Will my employer pay for my life and health insurance?*

   Will I have paid holidays, sick leave and vacation?

10. *Do I have the personality for this job?*

11. *Will I really <u>be happy</u> doing this kind of work?*

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

CAREER RESOURCE CENTER

JOB STUDY GUIDE - 1

Job Outline

Name_____

TITLE OF JOB:

DUTIES: What I will actually do in this job.

CHARACTERISTICS OF THE JOB: What is it like? What is the schedule? How many hours per day? How many days per week? How much money does it pay?

QUALIFICATIONS: What must I know to get this job? How much education? What are the physical requirements (health, age)?

PROSPECTS OF GETTING THIS JOB: What are my chances of getting a job like this? Are they scarce or plentiful?

FINDING THE JOB: Where, when, and how do I go about getting this job?

10/18/73/mld

Form CRC-S-302

CAREER RESOURCE CENTER

INTERVIEW FORM

OCCUPATIONS DISCUSSED (OR CONSIDERED) WITH
SUPPORTIVE INFORMATION, QUESTIONS, AND/OR INFORMATION
NEEDED FOR DECISION

(1)	(2)	(3)
(4)	(5)	(6)

PLAN:

10/24/73 /tn

CAREER RESOURCE CENTER

INTEREST EXPLORATION FORM

Courses or Occupations I will consider:

Courses or Occupations	Facts For	Facts Against	Questions on other Information Salary, Benefits

NASSAU COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES

DIVISION OF OCCUPATIONAL EDUCATION

August 23, 1974

Dr. John H. Brierly
Assistant Superintendent of Schools
East Meadow Public Schools
East Meadow High School
Carman Road
East Meadow, New York 11554

Dear Dr. Brierly:

Mr. Michael Fabrizio attended and eight day (full day) 60 hour in Career Counseling and Practicum - A Team Approach to Career and Vocational Appraisal, August 12 to August 23, 1974.

The attached schedule describes the content of the course.

Each participant is now qualified to administer and interpret the General Aptitude Test Battery (GATB). Please note, however, the use of the GATB is contingent upon the New York State Bureau of To make final arrangements your Director of Guidance should get with Mrs. Diane Greene of Manpower Services Division, 2 World Trade Center, New York, N. Y.

Sincerely,

Francis J. Russo
Supervisor
Occupational Educat

FJR/tn
attach.
cc: Marjori Brusasco, Ph.D.

Dr. Albert Renken, Principal
W. T. Clarke H.S.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

DIVISION OF OCCUPATIONAL EDUCATION
CAREERS PROGRAM:
Outreach
Career Information Collection

1196 PROSPECT AVENUE
WESTBURY, NEW YORK 11
516 997-8400 Ext. 37, 38, 3

August 23, 1974

Dr. Warren V. Noble
Superintendent of Schools
Senior High School
450 Nassau Boulevard
West Hempstead, New York 11552

Dear Dr. Noble:

Mr. Harold Sperling attended a 6 day (45 hour) course Pre-BOCES Counseling, "A Team Approach to Vocational Appraisal" August 12 to August 22, 1974.

The attached schedule describes the content of the course.

As part of the workshop experience each participant prepared a written plan to improve Pre-BOCES counseling in his district.

Sincerely,

Francis J. Russo
Supervisor
Occupational Education

FJR/tn
attach.

cc: Marjori Brusasco, Ph.D.

APPENDIX G

COUNSELOR EVALUATION

PRE--BOCES COUNSELING COURSE

(1) What did you learn or do that will be useful in your work in 1974-75?

(2) If this course if offered again what should be changed or added to make it more useful?

(3) Add any other comments you wish to make (use other side if necessary).

August, 1974

COUNSELOR EVALUATION

CAREER COUNSELING INSERVICE AND PRACTICUM COURSE

(1) What did you learn that will be useful in your work in 1974-75?

(2) Please give us your evaluation of the 3 sections of the course (Excellent, Good, Fair)

1. Overview Career counseling C.R.C. _____

2. GATB Training (3 Days) _____

3. GATB Practicum _____

(3) If this course is offered again what should be changed or added to make it more useful?

(4) Add any other comments you wish to make (use other side if necessary).

August, 1974

PRESENTATION - "WOMEN'S PLACE IS WHERE THEY WANT TO BE"

"WHY NOT"

Career Patterns of Women	Marjori Brusasco
New Laws and N.Y. State Policy	Marjori Brusasco
Discussion of "WHY NOT" Film/strip	Hannah Edelstein
Materials on Apprenticeships, Career Inventories and Values Clarification	Hannah Edelstein

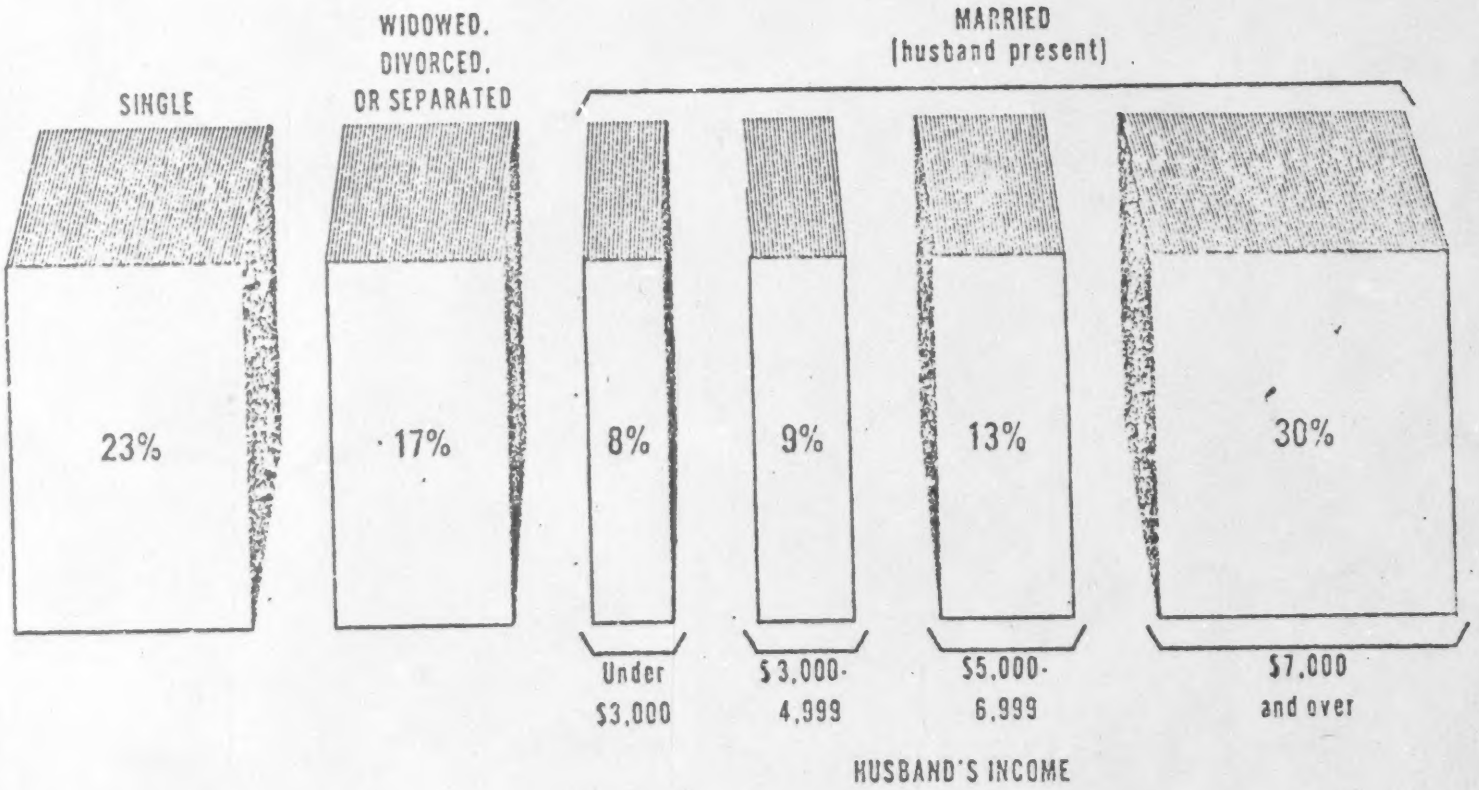
Bibliography

See Film/strip - Jobs and Gender

August 1974

CHART A.—MOST WOMEN WORK BECAUSE OF ECONOMIC NEED

(Women With Work Experience in 1968)



Source: See page 25

Because of reproduction problems,
the following pages have been removed:

89-96

WORKSHEET I

COMPONENTS TO CONSIDER IN IN PLANNING CAREER GUIDANCE PROGRAM

(1) Why - Objective

To expand career information.
To expand self-awareness (values, interests apptitudes and skills)
To teach and/or develop decision making skills

(2) What and How - Instruments and Techniques

Audio-visual
Print
Hands-on (with employer)
(with BOCES)
Interest Inventories
Appraisal Instruments - Aptitudes, College, Reading, Arithmetic and other skills.
Group Counseling
Group Guidance
Individual Counseling

(3) Who Will be Involved?

1. Guidance (all or one specialist?)
2. Teachers
3. Librarians
4. A/V Specialist
5. Psychologists/Sound worker
Coop/Placement
6. Administrator
7. Other (Parents-Employers, etc.

4. Where

Guidance Office
Library
Classroom
Hall
Other-Field Visits

5. When

Grade Levels and Timing session

Pre-BOCES Career Counseling Course

GRADE	WHAT	WHO	WHERE	WHEN
Objective: To expand career information				
To expand self-awareness				
To teach and/or develop decision making skills				

August, 1974